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ABSTRACT

Included in this English translation are 197 entries citing Serbo-Croatian publications from 1970 through 1971 that deal with the educational resources, problems, and developments within the school systems of Yugoslavia. Only the annotations which average over 100 words each, and the titles are translated. The entries are grouped by instructional level terms and topics such as school reform, curricula, and legislation. Cited publications include books, monographs, and periodicals. Other numbers in volumes 5 and 6 are: ED 043 961; ED 049 995; ED 051 710; and ED 055 959. (DJB)

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I. HISTORY OF EDUCATION

98. ĐURA, Josip: 200-godišnjica škole u Kloštru Ivaniću (The 200th Anniversary of the School in Kloštar Ivanić), *Školske novine,* Zagreb, 1—2, p. 14.

The elementary school in Kloštar Ivanić was officially funded in 1770 by decree of Marija Terezija although a form of church schooling existed even earlier. A document has been preserved of the Court War Council (since the area belonged to "Vojna krajina") describing how teachers' salaries were determined. Partially preserved archives now kept in the Croatian School Museum in Zagreb reveal that the school was attended by 44 students in 1802, 67 students in the 1875—1876 school year and 154 students in 1880 when there were 2862 residents in the area. There are 550 students registered for the 1970—1971 school year — the 200th anniversary of the school.

99. MIHAJLOVIĆ, Joca: Višestrani uspesi (Manifold Achievements), *Prosvetni pregled,* Beograd, 1971, No. 7, p. 6.

An historical review of the activities of the "Jovan Jovanović-Zmaj" gymnasium of Novi Sad was given during ceremonies held to celebrate its 160th anniversary. The gymnasium was founded in 1810 in times when the Serbian people were struggling for existence under the rule of the Austrian absolutist Metternich who opposed every movement for more independence. The newly founded gymnasium was the successor of the Serbian Orthodox Gymnasium. The gymnasium has always successfully performed its complex mission which is: 1) to develop a contemporary social consciousness in the younger generations: 2) to instill systematic and persistent work habits in youth; 3) to provide its students with a broad and rich cultural background; etc. Since this gymnasium has always provided education to youths of all nationalities who are residents of Vojvodina its contribution to improving the internationality relations of the province has been immeasurable. Due to its outstanding past and present social role the gymnasium has received awards of highest recognition including: 1) The Order of Merit of the People of the First Order awarded in 1960, and 2) the Vuk Award received at the beginning of this year in recognition of its exceptional achievements in cultural and educational work.

100. MIKIĆ, Đorđe: Izdržavanje ženske škole u Peći u XIX veku (Maintenance of the Girls' School in Peć in the 19th Century), *Nastava i vaspitanje*, Beograd, 1971, No. 1, 98—114.

The opening of the girls' school in Peć in 1854 coincided with the efforts of the principality of Serbia to expand its political influence in Turkey through education, synchronized with the overall independence movement of the Serbian people. The girls' school of Peć received assistance from Serbia like all other Serbian schools in Kosovo. However, in regard to staff assistance, the school did not receive its first teacher from Belgrade until 1874. From his research the author is able to present a detailed history of the school, describe how it was financially assisted by Serbia, mention a conflict between the church and school community and one of the teachers and then relate how it was resolved.

101. OGRIZOVIĆ, Mihajlo: Prva opća hrvatska učiteljska skupština 1871. godine o dužnostima i pravima hrvatskih učitelja (The First General Croatian Teachers' Conference in 1871 on the Duties and Rights of Croatian Teachers), *Pedagoški rad*, Zagreb, 1971, No. 3—4, pp. 147—156.

At the beginning of the second half of the 19th Century, Croatian teachers received poor educational and vocational training due to the government's lack of concern. They generally were trained in short courses which lasted 3 to 6 month or in 2-year teachers' schools. The social and financial position of Croatian teachers was not to be envied since they received very little salary for their work. They were almost entirely unorganized as a group so they were not even ensured a pension upon retirement. All these problems led to the holding of the first Croatian Teachers' Conference beginning 25 August 1871. At the Conference the government was criticized and the significance of youth education, the rights of teachers, and the public and social responsibilities of teachers were discussed. At the end of the Conference a resolution was passed which is presented in its entirety in the article.

102. OGRIZOVIĆ, Mihajlo: Prvi kongres slavenskih pedagoga u Beču godine 1873. (The First Congress of Slavic Educators in Vienna 1873). *Pedagoški rad*, Zagreb, 1971, No. 5—6, pp. 242—251.

After describing the historical development of the Croatian Educational-Literary Council and its efforts to bring about the exchange of experiences among Slavic elementary school teachers, the author mentions the First Congress of Slavic Educators which was held 26—28 August 1873 in Vienna. The names of participants, the conclusions and the two resolutions passed are given.

103. PANTAZIJEVIĆ-STOJANOVIĆ, Milica: Stogodišnjica Srpske čitanke (The Centennial of the Serbian Reader), *Nastava i vaspitanje,* Beograd, 1971, No. 1, pp. 40—51.

One-hundred years ago the first reader appeared in Serbia. The reader was designed for the junior high school level — presently the upper grades of elementary school. The reader was composed by Stojan Novaković the famous historian, philologist, writer and politician who became the Serbian Minister of Education in 1873. It was published by the State Printing-House in 1870. The first reader was entitled "The Serbian Reader for Junior High Schools and Secondary Schools" and was principally designated for the first 2 grades of junior high school. The unillustrated 304 page book contained 81 texts. In the preface Novaković reviewed the state of teaching of the Serbian language in Serbia at the end of the 18th and the first half of the 19th centuries. It was pointed out that at the end of the 18th century the teaching of Serbian took on a practical character and all scholastic tedium was deleted. Two requirements Novaković set for his reader were that it be adapted to the age-level for which it was intended and that it satisfy the needs of practical teaching. In the article the reader is compared with one of the modern readers. It is concluded that although the first reader was published 100 years ago it may still be of great use and should not be forgotten.

104. PLEŠE, Branko: Hrvatski školski muzej nekad i sad (The Croatian School Museum in Times Past and at Present), *Pedagoški rad,* Zagreb, 1971, No. 3—4, pp. 156—164.

The rapid development of the teaching movement in Croatia in the second half of the 19th century led to the founding of the Croatian Educational-Literary Council which was the first professional educational society for Croatian teachers. Even at the beginning, one of the basic activities of the Council was to gather teaching materials and collect books for its library. To build up its library collection the council would exchange its publications for the books of other educational and literary societies. When the Teachers' School of Zagreb was opened in 1892 an exhibition of teaching materials and school equipment was organized in which exhibitors from Austria, France, Czechoslovakia and Hungary participated. The activity of the museum prior to and following the war is described in detail in the article.

II. EDUCATIONAL RESEARCH

105. MAKARIĆ, Radomir: Razvijanje društvenosti srednjoškolske omladine (Developing Sociability of Secondary Youth), *Pedagoška stvarnost,* Novi Sad, 1970, p. 80.

In 1968 the author carried out research on the development of sociability of secondary school youth. The study encompassed student social relations and organizations in the secondary schools, with special emphasis on the self-management function. The study revealed that friendship is a characteristic trait of adolescents. It also showed that the new social-moral norms, the changes in educational contents and the forms of group activity positively affect the creation of progressive attitudes towards friendship. Today's youths have a positive attitude on the role of sex difference in friendship formation. The research also confirmed that children do not have nationality prejudices.

III. DEVELOPMENT OF EDUCATION

106. ĐURIŠIĆ, Mihajlo: Planiranje razvoja obrazovanja i kadrova (Planning the Development of Education and Personnel), *Andragogija,* Zagreb, 1971, No, 2, pp, 89—97.

In Yugoslavia an important part of social and economic development planning is the planning of education and personnel. In the 1966—1970 social development plan a decisive step was taken on the basis of the Federal Assembly document entitled "Elements of the System of Social Planning" which set down the norms for a regulated planning by the socio-political communities and enterprises. The Fundamental Law on Social Planning in Yugoslavia passed in 1970 represents further progress in development planning and particularly assists the development of education and personnel by integrating the educational sector with other spheres of work. Besides the socio-political communities, the socio-political organizations and the individual citizens, there also exist 3 other types of organizations which are engaged in or have potential to carry out the planning of education and personnel in Yugoslavia: the social work organizations and their broader associations, the educational institutions, and the educational associations. Each of these is a representative of determined social interests and self-management rights and obligations.

107. METELKO, Tonča: Podaljšano bivanje učencev v osnovni šoli v šolskem letu 1969—70 (All-Day Care for Elementary School

Students in the 1969—1970 School Year), *Vzgoja in izobraževanje,* Ljubljana, 1971, No. 2—3, pp. 15—18.

All-day care for elementary school students is still not regulated by law. However, the number of schools which provide this service has increased in recents years. Thus, in the 1969—1970 school year 9782 elementary school students made use of this service in Slovenia. Experience has shown that participating students do better in school than those who do not participate. All-day care still has some problems to be solved. For instance, the teachers in this form of work do not have sufficient qualifications. For this reason the Educational Institute of Slovenia has organized seminars for teachers who work with children in the school all-day care centers.

108. NEDELJKOVIĆ, Čedo: Utvrđen plan upisa u srednje škole u Beogradu (The Enrolment, Plan for the Belgrade Secondary Schools), *Naša stručna škola,* Beograd, 1971, No. 4, p. 5.

The Belgrade secondary school consists of 17 gymnasiums, 21 technical schools, 28 schools for highly skilled workers, 8 economics and administration schools, 5 medical schools and 4 arts schools. The schools have sufficient room to receive the entire graduating class of elementary schools in the capital city which this year has about 12,500 students. They also have room to receive an additional 2500 students from outside Belgrade. According to the enrollment plan the greatest number of students will be enrolled in the schools for skilled workers (6766) followed by the technical schools (4215), the gymnasiums (3795), etc.

109. Naučni skup o ekonomskim kadrovima (A meeting of Economics Cadre), *Financiranje usmjerenog obrazovanja,* Zagreb, 1971, No. 1, p. 31.

The Coordinating Committee for Cooperation in Economics Studies of Croatia organized a meeting in Zadar for the education of economics cadre in the republic. The meeting was attended by representatives of university schools of economics, higher economics schools and republican educational bodies, and representatives of personnel and development departments of several large enterprises. Discussed at the meeting were: principles for educating economics cadre; research needs of economics cadre; the state and problems of economics in the republic; the role of the higher school in higher education; the education of secondary school economics cadre. Adopted at the meeting was a model for organizing the education of economics cadre in Croatia. A basis for further discussion was established and specific solutions were sought.

110. Nova strategija obrazovanja (A New Strategy for Education), *Školske novine,* Zagreb, 1971, No. 14, p. 4.

On the occasion of the 16th session of UNESCO, the editors of "Školske novine" interviewed Veseljko Velčić, a member of the Executive council of the Croatian Assembly, who attended the session of the Subcommission for Education as part of the Yugoslav delegation. After dwelling on general topics — unsuccessful, partial and pragmatic reform; the crisis in education as a world problem; the necessity and manner of preparing for the forthcoming permanent reform of the existing system of education — Velčiš shifted to the specific solutions needed in Croatia. He stressed that all those who are in whatever way connected with forming and carrying out educational policy must begin with the attitude that an uninterrupted growth is mandatory in education, both in the number of participants and in the quality. This means that the entire educational system must be devised upon the principle of permanent education.

111. Obrazovanje za funkciju rada i samoupravljanje (Education for the Work and Self-Management), *Rad,* Beograd, 1981, No. 20.

The Second Congress of Self-Managers of Yugoslavia was held in Sarajevo 5—8 May 1971. Participants voted upon 28 resolutions and 2 decisions: "The Decision to Draw up a Code for Self-managers" and "The Decision to Proclaim June 27 'Self-Management Day' ". The resolution "Education for the Work and Self-Management" was principally devoted to education. The Congress energetically took on the tasks of raising the educational and cultural levels of the working people, on the carrying out the Federal Assembly's Resolution on the Development of Education on a Self-Management Basis, and on the overcoming barriers to the process of integrating education with other fields of work. The resolution especially emphasized the need to increase the efficiency and quality of education, particularly through modernization of education and educational technology. This should not only contribute to the integration of education with other fields of work, but should also lead to the interconnection, concentration and specialization of educational institutions especially those of secondary and higher educational levels.

112. P.R.: Putevi modernizacije jugoslovenskog obrazovanja (Modernization of Yugoslav Education), *Prosvetni pregled,* Beograd, 1971, No. 7, pp. 1—2.

At the recently-held meeting in the Federal Council for Education and Culture, reporters were ecquainted with the proposed educational policy for Yugoslavia in the coming period. The following measures are encompassed in the modernization of education: 1) an inter-republican group of experts has prepared a 10-year draft program for the development of educational television (UNESCO, OCDE and the

Special UN Foundation are interested in funding closed-circuit television based on Yugoslav recommendations); 2) Yugoslavia is to join a Mediterranean countries project part of which is oriented to television and another part of which is directed to determining the innovative areas that should undergo rapid modernization; 3) Yugoslavia, France and Sweden have formed a tripartite group to engage in a study on permanent education; 4) Within the scope of the international project "Education and Computers" Yugoslavia is to organize an international seminar in Subotica on the application of computers in the educational process; 5) in Zagreb a project on cybernetic models in the educational process is already underway. The possibility exists that the International Bank for Reconstruction and Development will provide Yugoslavia with considerable funds for modernizing education.

113. Petodnevna rabotna nedela (Five-Day School Week), *Prosveten rabotnik*, Skopje, 1971, No. 346, p. 6.

The article reviews how the 5-day school week is functioning at present in Vojvodina. After several years of experimentation there are now 100 elementary schools and 10 secondary schools on the 5-day school week, and 40 elementary schools and 5 secondary schools are preparing to make the schift. In most of the schools (91) 3 out of 4 Saturdays are free, while 2 out of 4 Saturdays are free in the rest of the schools. The secondary schools have encountered great difficulties in making the switch, above all because of problems in fulfilling curricula requirements, insufficient school space for holding all-day classes, and difficulties in revising the school calendar. Problems also arise because the matter is not regulated by law. The schools are now pushing for legislation on the 5-day school week so that the schools on this system no longer be treated as experimental. The schools of Subotica, which began this experimental work in the 1967—1968 school year, are especially adamant on the subject. Legislation is expected this year. It is recommended that the schools which have not made the shift to the 5-day school week prepare to do so now by using the experiences of the schools already on the new schedule.

114. Plodna saradnja Hrvatskog školskog muzeja s nacionalnim manjinama (Fruitful Cooperation of the Croatian School Museum with Minority Groups), *Školske novine*, Zagreb, 1971, No. 14, p. 16.

The article describes the activity of the Croatian School Museum of Zagreb which traverses republican and national borders. The museum is in permanent contact with numerous cultural institutions of Yugoslav minority groups in neighboring countries (Hungary, Austria), as well as with minority

groups of other nations in Croatia. The museum library has a rich collection of school textbooks of Croatians from Gradišća, and regularly receives, free-of-charge, their weekly newspaper "Hrvatske novine" which is published in Željezno. Through the Slovenian School Museum of Ljubljana the Croatian School Museum also cooperates with Slovenian libraries in Austria and Italy. This year "Jednota" of Daruvar presented the Museum with a valuable collection of textbooks and student journals of Czech minority groups in Croatia, and it also received a rich collection of textbooks of Croatian minority groups in Hungary.

115. Politika za obrazovanieto vo 1971. godina (The 1971 Educational Program), *Prosveten rabotnik*, Skopje, 1971, No. 346, p. 6.

One of the main goals in the Resolution on the Basic Socio-Economic Development Policy for Serbia in 1971 is the transformation of the educational fund to ensure the synchronization of Personnel training with the needs of contemporary technological and social development. Primary tasks are: to evoke qualitative changes in higher education; to improve working conditions in the schools for skilled workers; to provide complete elementary educational coverage of children in the less-developed areas. All possible measures should be taken in the 1971—1972 school year to carry out these tasks. The necessary attention should be paid to modernizing education, and elementary education should receive priority in financial policy. Secondary and higher education should be directly oriented to their users. In 1971 the funds of the Republican Fund for the Development of Less-Developed Regions will be used to assist education in the less-developed regions of Serbia, not taking into account the Autonomous Region Vojvodina and Kosovo. The funds will mainly be used for construction of living quarters for teachers. It is hoped that these measures will raise the quality of teaching staff in the less-developed regions. This will enable the successful usage of a comprehensive curriculum, which is of extreme importance.

116. Prosvetno-pedagoški zavod grada Beograda: *Program rada u 1971. godini i Izveštaj o radu u 1970. godini* (The Work Program for 1971 and the Report on Work in 1970), Beograd, 1971, p. 22.

The Work Program of the Educational Institute of the City of Belgrade for 1971 covers the following areas: the improvement of education and school organization; vocational guidance of students; educational research; a study of the existing school structure and the founding of new schools, departments and classes; further professional and methods training of teachers and educators; documentation and library activity; publishing and other activity. Tasks especially stressed in the Work

Program as being singificant and current are: the accommodation of secondary education with the needs of the economy and the society; the organization of all-day care in the schools as a factor in providing better education; the introduction of foreign language teaching in the lower grades of elementary school; preparation for the introduction of programmed teaching in educational institutions. The Report on Work of the Institute in 1970, the second section of the brochure contains the following chapter headings: The Improvement of Educational Work, and Studies and Analyses Carried Out; Further Professional and Methods Training of Teachers and Educators; Evaluation of Students' Knowledge by Objective Standards; Cooperation with Other Institutions, and Tasks not Covered by the Work Program of the Institute; Documentation Work.

117. Rasprave o razvoju mreže obrazovnih ustanova II školskog stupnja (Debate on Development of the Network of Secondary-Level School Institutions), *Financiranje usmjerenog obrazovanja,* Zagreb, 1971, No. 1, p. 18.

The Executive Board of the Republican Association for Financing Oriented Education has reviewed propositions submitted by the Institute for the Advancement of Vocational Education of Croatia to be used in drawing up a draft program for the advancement of secondary-level schools in Croatia. This technical basis, modified by suggestions of enterprises or their societies and sections, the Association boards, the socio-political organizations and the socio-political associations, will be used as the foundation of the draft program for development of the secondary school network. Public debate is being organized by the sections of the Association, the Board for Secondary Education and the Executive Board of the Association.

118. RAŠKOVIĆ, Ranko: Problemi obrazovanja na nerazvijenom području SR Srbije (Educational Problems in the Less-Developed Regions of Serbia), *Nastava i vaspitanje,* Beograd, 1971, No, 1. pp. 90—98.

The constitutionally compulsory attendance and completion of elementary school is not being met in the less-developed regions, and in a large number of municipalities it will be extremely difficult to do so. All these regions are of rural, agricultural character with undeveloped production potential and low work productivity. The educational level of the population, especially the female population, in Kosovo in respect to literacy and professional qualifications is low. Statistics are provided as illustration. There is a high percentage of illiteracy of those employed, both in economic functions and social activities. In recent years all possible efforts have

been made to provide material, organization and staff so that obligatory elementary education requirements may be fulfilled. Data on schools and student coverage are given. The greatest problem is mentioned as being the lack of school space and teaching staff, and recommendations are given on how to rectify the situation.

119. Vaspitna funkcija obrazovnih ustanova (The Upbringing Function of Educational Institutions), *Nastava i vaspitanje,* Beograd, 1971, No. 1, pp. 1—16.

The Federation of Educational Societies of Yugoslavia has drawn up guidelines on the upbringing function of educational institutions and has presented them to the Educational-Cultural Council of the Federal Assembly. In them, opinions are given as to which are the most frequent shortcomings in the upbringing function of elementary and secondary schools, what are the roots of these shortcomings, and how the society might eventually improve upbringing efficiency. The Federation has carried on discussion about the material with the Educational Board of the Federal Assembly's Educational-Cultural Council, with the Council itself, and with the Board for Education, Science and Culture of the Federal Assembly, and conclusions on the upbringing function of educational institutions have been reached. The Educational-Cultural Council considers this initiative to be very beneficial and has recommended that all social organizations, especially those involved in education, take what steps they can to conform with the tasks of the guidelines. The Council feels that the guidelines are a good starting point for activation of the Resolution on the Development of Education on a Self-Management Basis which especially stresses upbringing values.

120. ŽIVANOVIĆ Slobodan: Dopunska i dodatna nastava (Teaching of Slower and Gifted Students), *Prosvjetni list,* Sarajevo, 1971, No. 379, p. 8.

The author relates how his school provides for students who are either weaker or especially talented in certain subjects. School rules require each teacher, as part of his 42 hour work week, to put in 2 hours of work with slower students, 2 hours with leisure activities, 1 hour of independent work with gifted students and 1 hour of work with parents, in addition to regular classes. This program is in conjunction with the Regulations on Special Forms for Stimulating Better Teaching Results which encourage efforts in this work through influence on the salary level. All teachers try to put in as many hours of work with slower students as possible because this raises the quality of learning. Internal evaluation, carried out 4 times annually, reveals a corresponding increase in student results.

IV. SCHOOL REFORM

121. U perspektivi devetogodišnja osnovna škola (In Consideration of Nine-Year Elementary School), *Školske novine,* Zagreb, 1971, No. 15, p. 16.

The Theses on Ideological-Political Questions in Education prepared for open debate in the Central Committee of the Communist Party of Slovenia by the Republican Central Committee's Commission for Socio-Political and Ideological Questions on Science, Education and Ideological-Political Training of Communists contain several principles on the organization and development of elementary school. These principles reflect a part of the criteria adopted in the Federal Assembly's Resolution on the Development of Education on a Self-Management Basis, and take an in-depth appraisal of the specific needs within the republic. The Theses are in favor of children beginning schooling at age 6, pointing to the experiences of the kindergartens for support of this proposal. Nine-year elementary school is also considered, with the observation that more than 80 percent of all those who complete elementary school now enroll in secondary school.

V. TEACHER TRAINING AND TEACHING STAFF

122. BABAROGIĆ, Slavoljub: Škola na tri jezika (Teaching in Three Languages), *Prosvetni pregled,* Beograd, 1971, No. 15, p. 7.

"Dimitrije Tucović" Teachers' School was founded in September, 1945 in Priština and was relocated in Prizren 3 years later. In the first year there were 160 students enrolled. Schooling was of normal duration, but a 2-year program was organized for those who had fallen behind in their studies due to the war. From 1956 teaching was also provided in the Albanian language since there were 42 students of Albanian nationality in 2 first year classes. Shortly afterwards teaching was also provided in the Turkish language. To the present a total of 2400 teachers have graduated from this school. The school, with its excellent library, modern classrooms and experienced teaching staff, is a very influential educational center in Kosovo. The school carries on a well-developed program of political, cultural and sports activities. It has a mixed choir, a mandolin and string orchestra, drama, folklore, a literature and speech section and special groups such as a Red Cross section, an alpine club, etc.

123. DELIĆ, Hasan: O efikasnosti djelovanja prosvjetno-pedagoške službe (The Effectiveness of the Educational Services), *Putevi i dostignuća u nastavi i vaspitanju,* Sarajevo, 1970—1971, No. 4, pp. 104—114.

The article describes the work of the educational services, the reaction of the schools and the public to existing work forms of the services and the effectiveness of new forms of activity. The operative research activity, the forms and methods of providing instructive assistance to teachers, the ability of the schools to carry on their own instructional activity and the influence of changes in the activity of the educational services on the work of the schools are discussed. The author attempts to determine which are the prerequisites for effective instructional activity by the services. He presents the conclusions he has reached on the basis of his own research and surveys of educators, and stresses those which are most important. Above all, the effectiveness of the activity of the educational services on the educational work of the schools depends upon their knowledge of teaching practices.

124. G., I.: Seminar za upravitelje osnovnih i direktore srednjih škola (Seminar for Principals of Elementary and Secondary Schools), *Prosvjetni list,* Sarajevo, 1971, No. 379, p. 7.

The Association of Elementary Education of Tuzla has held a 2-day seminar for principals of elementary and secondary schools in the region which was also attended by counselors of the Educational Institute of Tuzla. The following themes were discussed at the seminar: "New Movements in the Field of Education in the World"; "Modernization of Education, Innovation and New Educational Technology"; "Contemporary Organization of Educational Work in the Elementary Schools"; "Factors and Conditions for Increasing Teaching Effectiveness in the Elementary and Secondary Schools"; "Composing Informal Tests".

125. Informisanje o pedagoškim dostignućima (Reporting on Educational Achievements), *Prosvjetni pregled,* Beograd, 1971, No. 7, p. 9.

In cooperation with Several educational institutes the Institute for Textbook Publication of Serbia organized individual lectures and group seminars for teachers in 1970. Seminars were held for various types of teachers: grade teachers, teachers of Serbo-Croatian, foreign languages, mathematics, physics, chemistry, biology, history, geography, etc., while a special seminar was organized for school principals. There seminars were especially successful: that for educational advisors in mathematics and physics, that for physics teachers and that for English teachers. Regional exhibitions of texbooks and teaching aids were held in conjunction with the seminars.

126. M. G.: Iz pedagoško-književnog zbora (The Educational-Literary Council), *Pedagoški rad,* Zagreb, 1971, No. 3—4, pp. 182—183.

One of the traditional activities of the Educational-Literary Council of Zagreb is the evening gatherings which, for the past several years, have been held every Monday night at 7.00 P. M. in the Educational Workers' Club in the Croatian Teachers' Center. On these occasions, distinguished teachers, advisors, psychologists, methods experts, etc. lecture on their work or on the latest developments in educational theory and practice. These evening gatherings are regularly attended by a large number of educators from Zagreb and frequently by those from the surrounding area. Although these evening gatherings ore open to informative discussion on all types and levels of schools, the largest number of themes deal with elementary school and pre-school institutions. The lectures devoted to elementary school and pre-school institutions which were held last year are cited in the article.

127. O spremanju stručnjaka sa visokom spremom za nastavnički poziv (On the Preparing of Experts with Higher Educational Qualifications for the Teaching Profession), *Naša stručna škola,* Beograd, 1971, No. 4, p. 4.

The Serbian Assembly has recommended that university schools and arts academies, in the forthcoming higher educational reform, pay particular to the training of future teachers in psychology, educational counseling, adult education, and methods work. An obligatory and integral part of the professional training of those with higher educational backgrounds who have selected the teaching profession should be courses in psychology (developmental and educational), didactics, methods, and adut education.

128. PETROVIĆ, Ružica: Predlog o osnivanju pedagoških akademija (Proposal on the Establishment of Teachers' Academies), *Prosvetni pregled,* Beograd, 1971, No. 19, p. 1.

Some time ago the Law on Teachers' Academies was passed in Serbia. In conjunction with this a proposal was drawn up concerning rationalization of the teachers, school system and the optimal system and location of teachers, academies in Serbia proper. The proposal was the work of the Republican Association of Education, the Republican Secretariat for Education, Science and Culture, and the Institute for Elementary Education and Teachers Training of Serbia. It is recommended that 5 academies for class teachers and 3 academies for pre-school teachers be established to replace the 15 teachers' schools now functioning. Each academy wold have 20 classes and an enrollment of 600.

129. Reforma obrazovanja učitelja (Reform of Teacher Training), *Beogradsko školstvo,* Beograd, 1971, No. 17, p. 2.

In Serbia legislation has been passed on teachers' academies — higher schools for the training of class teachers and pre-school teachers. Those who have completed elementary school are eligible for enrollment in these academies. Schooling will consist of a preparatory 4-year program and a specialization program of 2 years or a total of 6 years. Upon completion of the preparatory program students may enter the specialization phase or take the general final examination for secondary schools and continue at some other institution of higher education. In its organization and program structure the teachers' academies will attempt to maintain and further improve the consistently high standards the teachers' schools have kept throughout their 100-year history.

130. RISTIĆ, Dragoje: Test i njegove karakteristike pri nagrađivanju prosvetnih radnika (Tests and Their Characteristics as a Basis for Awarding Educators), *Ekonomska škola*, Beograd, 1971. No. 2, pp. 36—39.

The article analyzes testing in secondary schools and the possibility of more effectively and more objectively evaluating awarding of teachers on the basis of student achievement on tests. After discussing the manner of carrying out testing, i.e. test objectivity, secrecy in testing, lack of relationship between scientific disciplines and those requiring manual skills, the author proposes that each educational association reach an agreement with those responsible for carrying out the educational programs. He feels that the present method of awarding educators exclusively through the school as a self-managed working organization has not given the expected results. He recommends that those evaluating work results at the municipal level, that is, the educational association, should evaluate these elements: 1. work conditions and school facilities, 2. possibilities for tutoring slower students, 3. the number of hours of regular teaching, work with slower students and work with gifted students, 4. the type of subject taught by the teacher, etc.

131. Seminar za voditelje dramskih grupa u Šibeniku (Seminar for Directors of Drama Groups in Šibenik), *Školske novine*, Zagreb, 1971, No. 9, p. 12.

The Center for Extra-Class Studies is organizing a 6-day seminar for directors of drama and speech groups of elementary schools. The seminar will be held during the Children's Festival in Šibenik. Well-known experts in work with youth in the area of creative drama will cover all phases and methods of work with children in drama and speech groups, with emphasis given to school performances presented in commemoration of special events such as Founder's Day etc. The seminar will be intended for directors of drama and

speech groups, native language teachers, teachers in charge of preparing performances, and others intersted in this type of activity.

132. ŽIVKOV, Vladislav: Pedagoška praksa pred diplomski ispit (Student Teaching Before Final Exams), *Prosvetni pregled,* Beograd, 1971, No. 20, p. 2.

At the beginning of each May for the last 10 years, "Đura Jakšić" elementary school of Čurug has received fifth-year students of the Teachers' School of Sremski Karlovci for a 1-week student teaching program. Preparations for their stay in Čurug are all made beforehand. During their 6 days in Čurug the future teachers gain actual teaching experience and learn about the organization, life and work in a larger elementary school.

VI. SCHOOLS AND INSTITUTIONS

133. PAVIŠIĆ, Ljubomir: Kalendar škole (gimnazije) za 1970/71 (The 1970—1971 School Calendar for the Gymnasiums), *Ekonomska škola,* Beograd, 1971, № 2, pp. 24—28.

The article describes the school work calendar in detail. It gives the starting date of the school year, the number of class hours in each semester, the distribution of staff meetings, data on student enrollment for the 1970—1971 school year, Founder's Day celebrations, dates for taking final examinations by part-time students, end-of-year examination dates for each grade, school journeys, granting of diplomas, make-up examination dates, teacher recruitment sign-up dates, and all other school activities and occasions in chronological order.

VI. 1. PRESCHOOL EDUCATION

134. SOKOLOVIĆ, Natalija: Republički seminar za vaspitačice iz dječjih vrtića u Crnoj Gori (Republican Seminar for Kindergarten Teachers in Montenegro), *Predškolsko dete,* Beograd, 1971, No. 1, pp. 95—96.

Beginning 1 September 1969, kindergarten teachers in Montenegro began following the teaching program drawn up by the Republican Educational Council. The program confirms the status of kindergartens as educational institutions in accordance with the Decree on kindergartens, and in so doing emphasizes the important role of the kindergarten teacher and the need for solid preparation in carrying out this role. Since in Montenegro a considerable number of kindergarten teachers still have only irregular schooling, efforts are being

made to complete their training through seminars. Some time ago a seminar on speech and music instruction was held, and a recent seminar, dealt with the development of beginning mathematics instruction and even covered art instruction.

VI. 2. ELEMENTARY EDUCATION

135. ĐURIĆ, Đ.: Šah sve popularniji u školama (Chess is Ever More Popular in the Schools), *Školske novine,* Zagreb, 1971, No. 15, p. 20.

The article cites the growth in popularity of chess in the elementary schools of Sisak. One of the greatest contributors to this growth is "Kurir", a childrens newspaper published by the pioneer (youth group) center in Sisak. Three years ago "Kurir", introduced a permanent system of matches between elementary school chess teams organized by the schools' physical education teachers. The first year 7 teams competed for the "Kurir Cup", last year 10 teams competed and this year 14 teams from elementary schools in Sisak competed.

136. MILEVČIĆ, Špiro: Poznavanje društva bez jedinica (No Failing Marks in Social Studies), *Školske novine,* Zagreb, 1971, No. 14, p. 15.

At report card time in the "S. Batina" Elementary School of K. Sićurac, not 1 of the 134 students in 4 classes of the fifth grade received the lowest mark (in a grading system of 1 to 5) in social studies. The subject teacher had the most to do with this success through his method of presenting the curriculum. Throughout, the goal of getting the students to accept the dialectic-materialism sandpoint was kept in mind. The teacher made much use of discussion with students in order to take advantage of their experiences. He also paid much attention to repetition and review; of a total of 105 class hours, 50 were spent in this manner.

137. Osnovana Zajednica osnovnih škola "Bratstvo i jedinstvo" (The "Bratstvo i jedinstvo" (Brotherhood and Unity) Association of Elementary Schools is Founded), *Prosvjetni list,* Sarajevo, 1971, No. 379, p. 1.

The "Bratstvo i jedinstvo" Association of Elementary Schools includes schools from all regions of Yugoslavia. It was founded during the third conference of schools which was held from May 15 to 18 this year in Osijek. On that occasion the Association statutes and the regulations governing financial matters were drawn up. The 15-member presidency was also selected, with Dragomir Petrović, a school principal from Belgrade, being chosen as the first president. The As-

sociation then directed a letter to Comrade Tito with information about the Association's formation and requests that he receive a delegation of teachers from the elementary schools of "Bratstvo i jedinstvo" and that he serve as patron of future meetings. The Association also drew up a calendar of meetings for the next 4 years. These are to be held in Split in 1972, Jajce in 1973, Ohrid in 1974 and Zagreb in 1975.

138. Tečaj prve pomoći (A Course in First Aid), *Školske novine*, Zagreb, 1971, No. 15. p. 14.

"Neven Kirac" Experimental Elementary School of Pula has given course in first aid for students of the 8th grade as part of the General Public Safety and Defense program. The course was organized in cooperation with the local chapter of the Red Cross, and lasted from the middle of February to the middle of March this year. Twenty classes of theoretical and practical training were given in all. Course material followed that outlined by the Institute for the Advancement of Elementary Education of Croatia. At the end of the course the students took an exam in which they demonstrated a very good theoretical and practical knowledge of the subject, verifying the interest and dedication of students and lecturers. The exam was given by a 4-member commission. All 105 students passed the exam and were given certificates confirming completion of the first aid course.

139. Zdravstveni odgoj u osnovnoj školi (Health Education in Elementary School), *Školske novine*, Zagreb, 1971, No. 15. p. 14.

The Service for the Health Protection of School Children and Youth, through the Medical Center in Pula, has taken steps to introduce health education in elementary school. The comprehensive health education program would be given in all grades of elementary school and would include first aid and sex education. It is planned that each grade will receive at least 5 hours of lessons per year so that the complete 8-year course will have a duration of at least 40 hours. "Neven Kirac" Experimental Elementary School has already introduced the course in grades 1 and 2, and next year it will be extended to the third grade. The course is also being taught by a few elementary schools in Pula. While the introductory phase is being financed by the Health Protection Service, if the program is extended to all schools, financial assistence by the Association for Financing Elementary Education will be required.

VI. 3. SECONDARY EDUCATION

140. ĐURIĆ, Đ.: Usvojen plan upisa učenika u škole drugog stupnja (Plan Adopted for Enrollment of Students in Secondary Schools), *Školske novine,* Zagreb, 1971, No. 20, p. 3.

The Educational-Cultural Council of the Zagreb City Assembly has adopted a plan for enrollment of students in secondary schools. Once again this year, according to the author of the article, the planning neglected a basic element — staffing needs. Likewise, the economy was only indirectly considered. In their proposal the schools indicated that in all first year classes of Zagreb secondary schools there will be space for 13,681 students this coming school year. Enrollment will be on the basis of general achievement or achievement in individual subjects in elementary school, with special conditions taken into account only for the various arts schools. During enrollment special account will be kept of female students and students from outside the Zagreb area.

141. Mreža srednjih škola u SAP Vojvodini i predlog mera za njenu racionalizaciju (The Secondary School System in Vojvodina and the Proposed Measures for Its Rationalization), *Savremeno obrazovanje,* Novi Sad, 1970, No. 3—4, pp. 128—178.

The development of the secondary school system in the Autonomous Region of Vojvodina the past 10 years has been oriented towards giving the opportunity of secondary education to a high percentage of youth by opening a large number of schools and by bringing the schools as close to the students as possible so that poorer students might also attend secondary school. In this way a broad network of secondary schools was developed which contained, on the one hand, small and uneconomic schools in tiny villages which had a relatively good financial base but (except for a few schools) a weak staff structure, and, on the other hand, schools with a large number of students in the bigger towns and cities which had a relatively weak financial base but a better staff structure. The author believes that the further development of secondary education must be oriented towards a tightening and harmonizing of secondary education with the new social conditions, the development of science and engineering, and the place of man in a self-managing society.

142. STEVANOVIĆ, Živorad: Školski centri — potreba a ne moda (School Centers — A Need and not Just a Fad), *Prosvetni pregled,* Beograd, 1971, No. 7, p. 8.

The author criticizes those educational workers who oppose integration of secondary schools and their eventual transformation into school centers. The article is a general and

documented argument for the establishment of a "modernly organized form of secondary school education". The examples of already existing school centers show that they are more economical, and enable additional fund-raising activity. Thus the School Center for Technicians and Skilled Workers of Valjevo has, through its own efforts, raised practically the same amount of money as it receives from the Association of Education. The Technical Center in Sremska Mitrovica last year raised 38% of its total annual income through supplementary activities. The most significant sources for this supplementary financing were: various courses for adult education, income from the workshops for practical training, etc. Another positive aspect of integrating several secondary schools is that the larger teaching staff obtained in this way enables a more rational organization of educational activities, better cooperation among teachers and a regular exchange of experiences. The integration of schools provides more funds for work, class room space and teaching aids: books, laboratory equipment, etc. Besides those already mentioned, school centers have still another advantage: they extend more satisfactory conditions for extracurricular and ideological-political activity, greater possibilities for modern teaching technology, etc.

VI. 3a. Gymnasium

143. ĐORĐEVIĆ, Milorad: Mesto gimnazije i njena organizaciona struktura u savremenim uslovima (The Place of the Gymnasium and Its Organizational Structure under Modern Conditions), *Ekonomska škola*, Beograd, 1970, No. 12, pp. 24—28.

Besides giving a theoretical discussion on the place of the gymnasium and its organizational structure, the author presents conclusions of the symposium of Association of Gymnasium of Serbia which was held at the end of 1970 in Belgrade. Among these conclusions were: that maximum class load for students should not surpass 30 hours per week; that there should be a simultaneous reduction in the number of subjects required by grade and by orientation; that the weekly load norm for teachers should be reduced to enable more effective teaching by bringing the work-time of educators in line with the working hours of other categories of workers; that the 5-day school week should be introduced. These are urgent and legitimate requests of students and teachers. In view of Yugoslav and international experience and trends, especially the 10 year experience with 2-orientation gymnasiums in Serbia, it was concluded that: for the time being, existing orientations should be retained further developed and more closely oriented to the areas in which they are best suited; specialized gymnasiums should conti-

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nue to be founded in which interested and gifted students from throughout the territory could enroll. The development of self-management in Yougoslav society requires the further systematic development of self-management relations in the gymnasiums, above all, by including students and their associations in this process.

VI. 3b. Vocational Schools

144. FURUNOVIĆ, D.: Anketa o uzrocima neuspeha u GTŠ (Study on the Causes of Failure in the Graphic Arts Technical School), *Školski grafičar,* Beograd, 1971. No. 8, p. 17.

A survey of students in the Graphic Arts Technical School has been organized to determine the causes of poor marks. Students gave grades of from 1 to 5 to the following factors: 1. lack of effort in studies by students; 2. lack effort by teachers; 3. After-school jobs; 4. inadequate textbooks and other professional literature; 5. An excessive syllabus and curriculum. Three-hundred-fifteen students participated in the survey. With a total possible of 1575 points, the factors were evaluated in the following way by the students: factor 1 received 1251 points (78.8%), factor 2 received 622 points (39.5%), factor 3 received 935 points (59.3%), factor 4 received 950 points (60%), and factor 5 received 933 points (59.2%).

145. GRBIĆ, Đorđe and BILA, Marija: Analiza organizacije i rada školskih centara u SAP Vojvodini (Analysis of the Organization and Work of School Centers in the Autonomous Region of Vojvodina), *Savremeno obrazovanje,* Novi Sad, 1970, No. 3—4, pp. 179—204.

In March 1966 the Education-Cultural Council of the Vojvodina Assembly considered the material "School Centers of Vocational Education in Vojvodina" and made their recommendation. Even then school centers had proved to be a satisfactory form of vocational education and a new and rational educational institution. The Federal Assembly's Resolution on the Education of Professional Personnel passed in 1960 desined the school center as an educational institution "which will prepare personnel for higher levels of vocational education in determined economic activities or in public service". Following this Resolution a large number of these school centers were established throughout the country and especially in Vojvodina. In Vojvodina today there are 31 school centers consisting of 84 schools with 24,129 students. Schools were grouped according to predominant fields of study of personnel. This article is a analysis of the organization of school centers with the intention of suggesting the most suitable forms of organization and work.

146. JANKOVIĆ-ROTA, M.: Praznik u Pirotu (Holiday in Pirot) *Prosvetni pregled,* Beograd, 1971, No. 5, p. 1.

The opening of the School for Skilled Workers in Pirot was celebrated this year at the beginning of February. The large Pirot enterprises greatly assisted in its construction and supplied complete, highly-modern equipment for its physics and chemistry laboratories, etc. The school grounds cover an area of 13,000 m^2, while the building itself has a floor space of 3350 m^2. The school has highly modern chassrooms and laboratories for TV and radio mechanics, physics, chemistry, mechanical drawing, foreign languages and pre-military training. The school has a well-stocked library with a reading room. It also a large mining-room and a modernly furnished gym. The workshop for practical training is supplied with supermodern machines. The orientations of the school (textiles, tanners, etc.) have been set up to closely correspond to the needs of Pirot and its vicinity so that students graduating from the school will easily be able to find employment in local enterprises, and the local economy will be supplied with skilled personnel.

147. MARKOVIĆ, Milan: Moderni nastavljači majstorskih tradicija (Continuation of the Artisan Tradition in Modern Times), *Prosvjetni list,* Sarajevo, 1971, No. 378, p. 7.

In Visoko the Manual Arts School, which continues the tradition of the pre-war tanners and furriers school and manual arts school, is already in its second year of operation. In its first year the school was attended by 300 students divided into 8 classes by field of study. This year the number of classes has doubled and the number of students has jumped to almost 500. The school will shortly provide the economy with universally skilled youth. All students who successfully graduate are ensured jobs in Visoko enterprises where they have already received practical training as part of their schooling. It is planned that the school eventually integrate with the Gymnasium, the building of which it now occupies, and then be transformed into a secondary school center with tannery and textile fields of study.

VI. 4. HIGHER EDUCATION

148. BOGOEV, Ksente: Dve decenije rada univerziteta u Skoplju (Two Decades of Work of Skopje University), *Univerzitet danas,* Beograd, 1971, No. 1, pp. 55—59.

The development of Skopje University has been remarkable. It began as a single university school in 1946 and has since branched out into a structure of 5 university schools, 10 indenpendent scientific institutes and about 50 educational-

-science units. It offers full undergraduate instruction and it has 6 special doctoral studies programs and over 160 Doctors of Science. The future development of the University is to begin with the new social plan for 1971—1975 of Macedonia when the University enters its second significant stage of development. One of the basic questions to be asked in this respect is whether the number of graduates each year from its university and higher schools surpasses the ability of the economy and social services to receive them. Analysis indicates that needs for personnel are on the increase so that the University should be opened to more students and undergo proportionate growth in the material respect.

149. BOŽOVIĆ, Božidar: Pedeset godina rada medicinskog fakulteta u Beogradu, (Fifty Years of Work of the School of Medicine of Belgrade University), *Univerzitet danas,* Beograd, 1971, No. 1, pp. 60—72.

The origin of Belgrade University, the founding of the first Serbian school of medicine, details of its first professors and the first year of work of the school of medicine are all described by the author. As illustration of the first year he cites quotations of students and professors of that time. They worked in unsuitable, improvised institutes with very inadequate technical facilities and a very small teaching staff. Such hardships were overcome only through the dedication and close cooperation between students and professors. A description is then given of conditions between the two World Wars, and finally the work of the School of Medicine in the post-war period is related. In this period alone the School has provided Yugoslavia with 10,500 doctors, or 60% of all doctors in Yugoslavia. The School of Medicine was 42 full professors, 78 associate professors, 83 assistant professor, 241 assistants and 663 scientific and professional-workers.

150. ZEC, Blažo: Deset godina rada ekonomskog fakulteta u Titogradu (Ten Years of Work of the University School of Economics in Titograd), *Univerzitet danas,* Beograd, 1971, No. 1, pp. 72—79.

The 10-year development of this School, which the first institution of higher education to be founded in Montenegro, is related in this article. Right after its founding came the University's reform which introduced the different levels of study. Its first professors were visiting professors from Belgrade University. Perhaps the School's greatest problem is lack of student housing. The dormitory has never been enlarged and it can house only 10% of the regular student body. Student scholarships are another problem since each year fewer of those granting scholarships solidly meet their obligations. The lack of student health protection is another con-

siderable problem. Also listed in this article are graduating students, activities of the department and commissions, the work of the administrative bodies, the number and composition of those presently on the faculty and administrative staff, etc.

VI. 5. ADULT EDUCATION

151. Elementarno osnovno obrazovanje odraslih (Elementary Education for Adults), *Školske novine,* Zagreb, 1971, No. 22, p. 9.

Serbia has an elementary education program for adults which covers the first 4 grade of elementary school. The program is based on modern concepts and is primarily designed to meet the need of those who are permanently settled, who are employed in urban environments and who fall within the category of illiterate or semi-literate. However, in this republic, those who do not have any schooling whatsoever or who have not completed the first 4 grades of elementary school are predominantly from rural areas. For them the mentioned program is completely incompatible, nor are they interested in the system of literacy courses offered. This is especially true for rural housewives. They are exclusively intersted in a system of adult education that provides them with new and useful knowledge about more efficient methods in agriculture or house-keeping. In recognition of these needs the Republican Secretariat for Education and Culture of Serbia has drawn up a new Provisional Syllabus and Curriculum for the first and second years of elementary education for adults. An exceptionally significant characteristic of it is its utility and flexibility (from the calendar and contents points of view). The entire 2-year program, which covers 4 grades, takes a total of 620 hours.

152. FILIPOVIĆ, Dragomir: Obrazovanje odraslih u svetlu stavova Rezolucije o razvoju vaspitanja i obrazovanja na samoupravnoj osnovi (Adult Education and the Resolution on the Development of Education on a Self-Management Basis), *Andragogija* Zagreb, 1970, No. 5, pp. 6—17.

The basic characteristic attitudes on adult education contained in the Resolution on the Development of Education on a Self-Management Basis enacted by the Federal Assembly in 1970 are: adult education and youth education are to receive equal social, economic and financial treatment, which is the logical consequence of correctly assessing adult education as a development factor; The goals, principles and tasks of adult education are not just the concern of individual social organizations and adult education institutions, but are the concern of all society and the system of education as a whole; Adult education is oriented toward carrying through social and

personal tasks in a socialist society through permanent education (on the basis of the latest scientific and technical achievements), and it has the further function and significance of culturally uplifting those who have lagged behind; Adult education must be deinstitutionalized and such measures must be activated in the near future to greatly alter the present inelastic and inefficient structure of activity in this field.

153. G. D.: Seminar u Podgori (Seminar in Podgora), *Prosvjetni list*, Sarajevo, 1971, No. 373, p. 6.

The Federation of Night Schools has organized a seminar for teachers and administrators of schools for elementary adult education which was held from the 25th to the 29th of January this year in Podgora. The 60 participants who attended the seminar carried out work in plenary sessions and in groups which considered the following topics: 1. learning opportunities for adult persons; 2. the sociological and psychological foundations of grown-up students in the educational process; 3. the existing state and problems confronting elementary and general adult education in Bosnia and Hercegovina; 4. curricula and syllabi and the possibilities of their being fulfilled; 5. adult education textbooks in Bosnia and Hercegovina and the possibility of their being improved; 6. some characteristics of the new Draft Law on Financing Education; etc. Seminar participants voiced the opinion that this seminar contributed to improving work in schools for adult education and that it should be held regularly.

154. NOVAK, Mirjana: Dopisno obrazovanje odraslih u Sloveniji (Correspondence Courses for Adults in Slovenia), *Andragogija*, Zagreb, 1971, No. 1, pp. 12—19.

The Correspondence School of Ljubljana has been organizing and providing correspondence education for 13 years. Besides the complete school correspondence course in economics, which has been fully accredited by the Republican Secretariat for Education and Culture and which has the right to grant diplomas the Correspondence School has other forms of schooling and part-time education. These are: an elementary school, a school of administration, a technical school, a trade school, and a school of business administration. Besides its complete programs, the School offers courses, in business administration, German, Italian, mechanical drawing, book keeping, warehousing, supervision and control in the metals trade, and safety on the job. The educational process of correspondence schooling is handled in 5 regional school centers: Ljubljana, Maribor, Celje, Kopar and Kranj.

155. PRODANOVIĆ, Tihomir: *Vrednovanje vaspitno-obrazovnog rada odraslih* (Evaluating the Educational Work of Adults), Radnički univerzitet Kragujevac i Eksperimentalni narodni univerzitet Novi Bečej, Kragujevac, 1970, 72 p.

Complicated problems are involved in evaluating the educational work of adults. Evaluation is a functional unit with a standardized system which must trace the specific position of the adult in the educational structure and process. Indicating that evidence is the basis of each well-organized Evaluating program, the author proceeds to present models and techniques used in evaluating work. He then attempts to show the correlation between evidence and evaluation.

156. Skupština Zajednice narodnih i radničkih sveučilišta Hrvatske (The Convention of the Association of Night Schools of Croatia) *Andragogija,* Zagreb, 1971, No. 2, p. 191.

Several significant changes in the organization of the Association were decided upon during this convention which was held in Samobor. In the future the president of the Association must have professional or semi-professional status so that the office's duties and responsibilities might be better executed. The position of Association secretary was abolished. The Association established the Adult Education Center as an autonomous body with the functions of providing education, training and advanced training for adults; carrying out analyses, research and programming in the area of adult education; culture and publishing activity; record-keeping; running the Central Library of Adult Education; organizing the Summer School of Adult Education. New regulations were also passed at the Convention on conferring honorary titles and awards for service by employees at the night schools, and on granting honorary degrees.

VI. 6. EDUCATION OF THE HANDICAPPED

157. BORČEVIĆ, M.: Regionalno rešenje za specijalno školovanje (A Regional Approach to Education for the Handicapped), *Prosvetni pregled,* Beograd, 1971, No. 14, p. 1.

Recently, at the initiative of the Committee of the Concerned about the Mentally Retarded, a meeting was held in Kraljevo to investigate the needs and approaches to educating mentally retarded children from the communities of Kraljevo, Vrnjačka banja and Raška. At present only Kraljevo has a school for the handicapped. This is attended by 78 students and has very unsatisfactory working conditions. However, in the mentioned communities there are over 400 students who are in need of special education. Thus, representatives of these communities have decided to take joint action. At the

meeting it was decided to build a boarding school, which is to completely meet existing standards and which is to contain shops, laboratories, a gym and all other necessary facilities. The 3 mentioned communities will share financial obligations.

158. PODJAVORŠEK, Albin: V Celju so začeli graditi posebno šolo (Celj is Constructing a School for Handicapped), *Prosvetni delavec*, Ljubljana, 1971, No. 6, p. 6.

Three stages in the development of schools for handicapped in Slovenia are shown. The number of special classes for handicapped in regular elementary schools and the number of elementary schools for handicapped existing were determined in the first stage. The second stage covered the past 10 years when a professional approach was taken in the selection of students for these schools. This work was based on the regulations for categorization and record-keeping of mentally and physically handicapped children and youth, and it qualitatively completely changed the composition of the students. During that stage the law on training physically and mentally retarded children was passed. The third stage encompasses the raising of buildings to serve as elementary schools for handicapped. The schools are to be designed as a functional entity, and each section of the school is to be specially equipped to enable interconnected remedial education, activities, creative exercises, security and development of skills. The first such building in Slovenia will be the elementary school for handicapped which is being built in Celj and which should be completed by June 1972.

VI. 7. VOCATIONAL GUIDANCE

159. HASANOVIĆ, Hajrudin: Kabinet za profesionalnu orijentaciju (An Office for Vocational Guidance), *Prosvjetni list*, Sarajevo, 1971, No. 378, p. 8.

The Teacher-Training School at Tuzla with the support of the Vocational Guidance Section and the Employment Office, have opened an Office for Vocational Guidance of Students which will permanently work with elementary school students. The Office will research various problems in the field of vocational guidance, maintain contact with parents of students, cooperate with secondary schools and enterprises, assemble elementary school teachers responsible for vocational guidance programs in their schools, and hold professional discussions and lectures. At the Office students of the 7th and 8th grades of elementary school will be able to obtain information on all questions they have concerning their future occupation, while students of the Teacher-Training School will at one time carry out practical work at the Office.

VII. CURRICULA AND SYLLABI

160. Nastavni plan i program za tehničare — tehnologe u preradi alkoholnih i bezalkoholnih pića, piva i sirćeta (The Curriculum and Syllabus for Technicians in the Distilling, Brewing or Processing of Alcoholic and Non-Alcoholic Beverages, Beer and Vinegar), *Prosvetni glasnik*, Beograd, 1971, No. 1—2, pp. 1—14.

This curriculum, which was drawn up by the Educational Council of Serbia, is designed to provide students with the general education required in secondary schools and, in addition, enable those who complete it to directly enter the following types of employment: organization and work in the preparation of raw materials and in fermenting vinegar; organization and work in the production of alcoholic and non-alcoholic beverages and beer; planning and control. To provide adequate training the curriculum coordinates theory and practical training, and allows for productive work experience. The educational program takes 4 years and is open to those who have completed an 8-year elementary school. At the end of the first year student receive 12 days of on-the-job training, at the end of the second year they receive 18 days training, and at the end of the third year they receive 6 hours training daily for 21 days. At the end of the curriculum the contents of the final exam are given which is taken by students at the end of the fourth year.

161. Nastavni program prve pomoći i zaštite u osnovnoj školi (The Curriculum for First Aid and Safety in Elementary School), *Školski glasnik*, Sarajevo, 1971, No. 1, pp. 48—50.

Described is the provisional curriculum for first aid and safety in elementary school, which was drawn up by the Republican Secretariat for Education and Culture of Bosnia and Hercegovina. Its application in the schools of Bosnia and Hercegovina began in the 1970—1971 school year. Until adoptation of the new edition of curricula and syllabi for elementary school, the first aid and safety curriculum is being temporarily carried out in conjunction with the teaching of physical education and biology, and in courses in first aid and safety. This subject is taught to all students of the 8th grade.

162. PETROVIĆ, P.: Nastava stranih jezika privatizirana? (Are Foreign Languages Becoming a Privately Taught Subject?), *Prosvetni pregled, Beograd*, 1971, No. 7, p. 2.

On the agenda of the mid-February 1971 meeting of the Educational Council of Serbia was discussion of the curricula for teaching foreign languages, mathematics, physics and health education. The discussion on foreign languages was unexpectedly involved because it centered on the balance

of languages being taught in elementary school. The opinion was expressed that the Serbian Assembly's recommendation that equal weight be given the teaching of 4 languages was not being followed; instead, there is an increasing tendency to study only the English language. Representatives of the Department of Slavic Languages of Belgrade University's Liberal Arts School believe that Russian is being taught mainly in the schools of villages or smaller towns. Data was given that 59% of the elementary schools in Serbia teach Russian, 20% teach English and 15% teach French, while in Belgrade elementary schools Russian and English are just about equally taught. The representative of the Educational Institute of the city of Belgrade confirmed that the elementary schools are under great pressure from parents who want their children to study only English, or recently, German too. The Educational Council did not arrive at any decision on this question.

VIII. AUDIO-VISUAL AIDS

163. M. K.: Ozbiljan poduhvat (A Serious Undertaking), *Prosvetni pregled*, Beograd, 1971, No. 7, p. 5.

At the mid-February meeting of the Secretariat for Education Science and Culture of Serbia, the 5-year development plan for educational television and innovations in teaching were discussed. Representatives from TV Belgrad's educational television program and representatives of the electronics industry participated in discussion along with the educational institutions of Serbia. It was noted that schools in Serbia are still inadequately equipped with television sets (in more than 4000 schools with several tens of thousands of classrooms there are only 2000 television sets). It was proposed that by 1975 the schools have 20,000 television sets, and that the length of educational television programs be considerably increased (TV Belgrade's program runs 4000 minutes while TV Zagreb's program runs 31,000 minutes). The electronics industry's representatives stated that Yugoslavia is capable of producing the most modern televisions and equipment. Since these ambitious plans require a huge amount of financing it was considered at the meeting how funds should be raised. Further discussion dwelt on the physionomy of future educational programs, and the possibility of founding an experimental TV center with completely modern equipment where various experiments and further professional training of teachers could take place. It was hoped that a center of this type could soon be opened in Belgrade, with centers in other places throughout Serbia to follow.

164. *Radio-televizijska pedagogija* (Educational Radio and Television), Zagreb, Radio televizija Zagreb, "Mladost", 1971, 340 p.

Zagreb Radio and Television began to transmit the first systematic educational television program in Yugoslavia in the 1960—1961 school year. That program has grown from a time-length of 160 minutes in 1960 to 31,635 minutes in 1969. Zagreb Radio and Television has systematic educational television programs for the pre-school level, the elementary school level, the secondary school level and the adult level. Most programming is devoted to elementary education. Some of the subjects discussed in this book are: radio and television in education; methods used in teaching with the help of radio and television; the psychological bases for learning with radio and television; the organization and techniques used in applying in odusational radio and television to teaching.

165. SAVIČIN, Dragoljub: O saobraćajnom odgoju uz dijafilmove (Traffic Education Through Filmstrips), *Školske novine,* Zagreb, 1971, No. 16 p. 9.

Traffic education is an important subject in the elementary schools of the community of Vukovar. Up to now it has been taught in conjunction with technical training, but many schools of this community are now giving it as a separate subject in line with the goals of the new curricula. The supervision department for the Osijek region has greatly contributed to this attitude. Recently, the Institute for the Advancement of Education in the Osijek region provided each school in Vukovar with the curriculum and a complete set of filmstrips for teaching traffic education at the 5th through 8th grade levels, so that teaching of this subject will now be visually reinforced. The question of building bicycling areas on the school grounds of each school remains open.

166. ZINDOVIĆ, Gordana: Seminar za primenu filma u nastavi (Seminar on Film-Use in Teaching), *Prosvetni pregled,* Beograd, 1971, No. 5, p. 11.

The Yugoslav Center for Educational and Cultural Films has for years espoused the broad use of educational films in schools as an effective means of improving teaching. Since a large number of teachers have never learned how to use films in teaching, the Center has taken steps to organize seminars to provide instruction in this area. There are 2 types of seminars: shorter seminars which the Center organizes in teachers' schools or in cooperation with educational institutes or educational associations; and seminars for a wider audience which the Center organizes each year during winter vacation. Lecturers at these seminars are distinguished experts with special interest in the problematics of educa-

tional films. Besides receiving theoretical instruction participants receive training on running a 16 mm movie projector. To the present more than 4000 persons have attended these seminars.

IX. MOTIVATION

167. KOSOR, Jadranka: Provedena općinska takmičenja (Community Contest Held), *Školske novine*, Zagreb, 1971, No. 20, p. 19.

The elementary schools of the Pakrac region have again participated in the program "Scientific Youth". The community contest, held in Pakrac as community center, revealed the laudable knowledge of its students. Contest results were even more remarkable in view of the modest conditions in which most of the schools operate. At the end of the contest the best contestants were announced: 2 in physics, 1 in mathematics, 1 in chemistry and 1 in biology. At the awards ceremony following the contest first place winners were given prizes and certificates.

168. M. N.: Održano takmičenje hemičara (The Chemistry Contest), *Prosvetni pregled*, Beograd, 1971, No. 14, p. 8.

On Students' Day at Belgrade University (Which is celebrated on April 4 every year) the 4th Yugoslav Contest for Chemistry Students was held at the School of Natural Sciences and Mathematics. In this year's contest there were 50 contestants from various universities of Yugoslavia. The contest covered both theory and practice. In the theoretical part contestants answered test questions and in the practical part they determined the composition of a calcium and magnesium compound. All contestants received books and the winners were given special prizes. Teams of students in chemistry and physical chemistry at the School of Physical Sciences and Mathematics of Belgrade University took first and second places while a team of students from Ljubljana University took third place. Contest organizers indicated that the scores of contestants exceeded all expectations. This type of contest was deemed to be very beneficial for several reasons: 1. it determines the knowledge and abilities of students; 2. it establishes cooperation between students of the various university centers; 3. it brings students from various cities and republics together; 4. it encourages students to intensify scientific work.

169. MARKOVIĆ, M.: Pokret "Nauku mladima" (The "Scientific Youth" Movement), *Prosvetni pregled*, Beograd, 1971, No. 14, p. 8.

The educational movement entitled "Scientific Youth" began in Yugoslavia approximately 6 years ago. At the beginning this movement encompassed only secondary school students, but in some regions it has been extended to students of elementary school. The basic goal of this movement is to single out those with exceptional talent and provide opportunity for them to develop intellectually as completely and effectively as possible. To the present this movement has covered only the fundamental natural sciences: astronomy, biology, physics and chemistry, and in Croatia mathematics. Selection of students takes place in contests which are in 2 parts: carrying out of experiments and knowledge tests. Contests are held at the school, interscholastic, intercommunity, republic, federal and international levels. This movement is an educational innovation. The situation it creates in favorable to both students and teachers in developing professional skills through independent work. The student-teacher relationship is completely different: the classical form of lecturing is replaced by research and learning through self-initiative; teachers no longer judge students entirely on results but emphasize activity and creativity. The movement has not advanced equally in all republics; in some it is widely applied while in others its consolidation is still incomplete.

170. Rezultati takmičenja mladih matematičara (Results of the Contest for Young Mathematicians), *Prosvetni pregled,* Beograd, 1971, No. 19, p. 7.

The School of Natural Sciences and Mathematics of Belgrade University has conducted the 5th Republican Contest for Young Mathematicians of Serbia. Participating were 160 seventh and eighth grade students who had top scores in previous contests at the school, community and intercommunity levels in which over 100,000 students participated. Average scores in this year's republican contest were better than ever. Sixteen contestants were awarded and 13 received honorable mention. Symbolic awards were given to winners of the previous intercommunity level contests.

171. SERGEEV, Mihajlo and Kukoski, Blagoja: Iskustva od primenata na matematičkite večeri vo osnovnite učilišta (The Experiences in Organizing Mathematics Evenings for Elementary School Students), *Prosveten rabotnik,* Skopje, 1971, No. 346, p. 7.

One of the activities of the Young Mathematicians' Club of "Iazo Trpovski" Elementary School, in Skopje is the holding of 3 mathematics evenings-party per year for interested students (up to 100 students attend). At the time of the evenings sample work in the Club such as theorems, corollaries, various problems, etc. are displayed for viewing by students, parents and other school visitors. At the evening-party ma-

thematical paradoxes, focci, problems in logic and puzzles are shown, and summaries are given of the lives of distinguished mathematicians and their contributions to mathematics. In this way the learning of students is intensified and their interest in mathematics is developed.

X. POLYTECHNICAL EDUCATION

172. *Naučno-tehnička kultura i proizvodno-tehničko stvaralaštvo u Jugoslaviji.* (The Scientific-Technical culture and Production--Technical Creativity in Yugoslavia), Veće narodne tehnike Jugoslavije, Beograd, 1970, 135 p.

This book, which was prepared by the National Technical Council of Yugoslavia in cooperation with various institutions and organizations interested in this field, describes the present system of technical education in Yugoslav schools, especially elementary and secondary schools, and discusses the system's strengths and weaknesses. Among the most significant servants of the development of the scientific-technical culture and production-technical creativity is the National Technical Council of Yugoslavia. It not only directly organizes and carries out a wide range of activities in this area, it also frequently initiates and coordinates other activities with groups involved in technical education of all sections of the Yugoslav population. Presently operating within the framework of the National Technical Council, by direct goals, membership structure, domain of activity, organizational structure, etc. are 19 specialized technical organizations. The last chapter of the book describes the material basis of the scientific-technical environment and production-technical innovation in Yugoslavia.

XIII. PROBLEMS IN EDUCATION

173. BRKIĆ, Branko: Kako danas izgledaju programi odgojnog rada u godišnjim programima škola (How the Non-Instructional Programs Appear Today in the Annual Plans of the Schools), *Naša škola,* Sarajevo, 1971, No. 3—4, pp. 240—246.

In contacts with school principals at the beginning of the school year a very delicate topic of discussion was the annual plan of the school. The author points out that very different approaches were taken to forming the 1970—1971 school work plans. He outlines several non-instructional work programs and analyzes the differences among them. In one school, for example, students had decision-making powers in several distinct areas: the organization and work of student associations, the planning of group and section extracurricular

activities, the functions of the school's professional bodies, and the activity of the contest commissions in grading scores in learning, culture and behavior. The author mentions that non-instructional activity programs are not included in all school plans nor are they uniform. He shows that their contents are frequently only declarations and that they are not in harmony with the schools' abilities to carry them out; that insufficient study has gone into analyzing the various groups of non-instructional activity; and that instructional activities are given far greater weight than non-instructional activities, although he feels that the schools have a responsibility in both areas.

174. ERCEG, Vladimir: Vaspitni problem učenika viših razreda osnovnih škola (Problems in Growing Up of Students in the Upper Grades of Elementary School), *Naša škola,* Sarajevo, 1971, No. 3—4, pp. 146—156.

The Yugoslav informative newspaper for children and youth "Male novine" introduced a new column during the 1969—1970 school year entitled "Our Conversations — at the In-Between Age". This column invited readers to submit personal questions from whatever area they wished. The author of this article analyzed the contents of the letters they submitted and classified the enclosed problems into several groups: problems of an emotional nature; problems in physical development; problems from family life; problems of a material nature; problems of school life and work. Most frequently analyzed were problems which students addressed in anonimous letters to the editors of "Malih novina" which, it could be concluded, are preoccupations of youths of the 13, 14 and 15 year old age group. These were mainly problems of an emotional nature (love, sex relations), problems of physical development, familly problems, economic and social problems, problems of life and work in school, etc.

175. JOKIĆ, Br.: Veliki uspesi i obaveze (Good Results and Big Commitments), *Prosvetni pregled,* Beograd, 1971, No. 7, p. 5.

In the belief that the future successful development of Kosovo to a larg extent depends on the solution of existing problems in elementary and secondary education, participants in the recent Regional Conference of the Communist Party of Kosovo gave their most considerate attention to these problems. Although great strides forward have been made in the past 20 years, the situation is still far from satisfactory in view of the facts that in Kosovo about 40% of the population is still illiterate, that only 3.8% of total employed have secondary education, and that of the total number of unemployed 83.5% are completely unskilled. This unsatis-

factory situation is made worse by the high drop-out rate of students in elementary school (only 42% of those who enrolled managed to complete school according to figures for the 1969—1970 school year, while of a total of 34,403 students who enrolled in elementary school in the 1959—1960 school year only 12,955 reached the 8th grade). In order to reach planned levels for 1975 i.e. that 6.8% of employed have university education, 5.9% higher school, and 21.2% secondary vocational education; and that in the total employment structure 21.8% be highly skilled workers, 10.1% semi-skilled, and 17.5% unskilled workers, it will be necessary to invest considerable sums in the construction of secondary schools and in bettering the structure of the teaching staff since only 34.9% of those employed in elementary schools and 57.9% of those employed in secondary schools have the necessary qualifications.

176. Muzička smotra djece i omladine (Musical Review of Children and Youth), *Školske novine,* Zagreb, 1971, No. 16, p. 5.

The traditional Musical Review of Croatian Children and Youth, the 14th of its kind, was organized by the Educational Assembly of Croatia, the Association of Music Teachers of Croatia and the Educational-Cultural Council of the Community of Varaždin, the Youth Alliance of Croatia, the "Naša djeca" Alliance, Musical Youth of Croatia, Zagreb Radio and Television and the Association of Composers of Croatia. Participating in the program of the Review were children and youth choirs and other vocal groups, instrumental groups and orchestras, ballet and dance troupes and folklore groups. Judging was done by experts in secret ballot. An exhibition of instruments and musical literature was held in conjunction with the Review.

177. Položaj školskih biblioteka u Hrvatskoj (The Standing of School Libraries in Croatia), *Školske novine,* Zagreb, 1971, No. 16, p. 5.

The Educational Council of Croatia, in cooperation with the Institute for the Advancement of Elementary Education and the Republican Secretariat for Education, Culture and Physical Education, has organized a symposium in Zagreb on the theme "The Standing of School Libraries in Croatia". The following papers were presented at the symposium: "The State of School Libraries in Croatia", "The Educational Function of the School Library", "The Job of the School Librarian in the Modernly Organized School", "Standards for School Libraries", "An Insight into the State of the Branches in the Elementary Schools of Slavonija and Baranja", "Information on the State of the Libraries of Zagreb Secondary

Schools", and "Acquiring Books for School Libraries". At the time of the symposium an exhibition of school literature was also held; participants in the symposium had the opportunity to learn about new publications and purchase them under favorable terms.

178. RADOVANOVIĆ, Radomir: *Pedagoško-didaktička dokumentacija u školi* (Educational Documentation in the Schools), Beograd, Privredno-financijski zavod, 1970, p. 150.

Despite the exceptional significance of school documentation it is still not a properly emphasized activity. For this reason more work is generally carried out in schools than is recorded and in the records. The author believes that a cause of this is the lack of a modern, complete and functional system of school documentation and record-keeping. In this book the author attempts to establish a scientifically based system of documentation, part of which is the recording of work by teachers (planning, observing student improvement, and grading) and the recording of the work of teachers (recording teaching loads and evaluating teacher effectiveness). The book not only describes individual documents and their use, is also outlines the essence, significance and tasks of individual activities, the methods for documenting them, and the use of the corresponding documents.

179. SPAHIĆ, Enes: Ocenjivanje učenika iz vladanja u osnovnoj školi (Grading Elementary School Students in Deportment), *Prosvjetni rad*, Sarajevo, 1971, No. 374, p. 6.

Up-to-now procedure for grading students in deportment is principally based on how well they behave in class and at recess, and whether they disturb or thwart the teacher. The author feels that this practice only grades student servility while it grades pupil's work in only a limited way. The author therefore proposes that grading also take into account other elements which are: 1. *disposition towards work* (does the student actively participate in the class, does he carry out his work in a disciplined fashion, etc.); 2. orderliness (does he create disturbance on entering and leaving school, does he leave the desks and classroom in disorder, does he conduct himself properly during recesses); 3. deportment; 4. attention to neatness and personal hygiene; 5. relationships with others (how does he act towards other students, teaccers, the janitorial staff); 6. social activity (is he active in clubs, class associations, etc.); 7. treatment of public property (does he damage school facilities); 8. humaneness, does he protect those who are weaker and help others, is he self-centered); 9. self-management (does he actively participate in the self-management bodies). Using these categories for evaluation, children who have more than 80%

positive points should receive an excellent in deportment; those who score from 55 to 80% should receive a very good; those who score from 25 to 50% should receive a good; and those who fall below 25% should receive an unsatisfactory in deportment.

XV. MANAGEMENT AND FINANCING

180. KASTELIC, Vinko: Opozorilo delovnim organizacijam družbenih dejavnosti o začetku postopka za samoupravno sporazumevanje o delitvi osebnih dohotkov (Drawing Attention of Organizations Engaged in Social Activities to the Procedure for Preparing Self-Management Agreements on the distribution of Personal Income), *Prosvetni delavec,* Ljubljana, 1971, No. 6, p. 1.

The Republican Board of the Union of Workers in Social Activities of Slovenia, in March of this year, adopted a proposal on preparing self-management agreements on the distribution of personal income. According to the proposal, organizations engaged in social activities — and in particular those involved in educational activities — can best reach agreement on the measures if they group themselves according to level or type of educational activity, i.e. higher educational institutions, secondary schools, student hostels, elementary schools, schools for handicapped, music schools, night schools, and other organizations besides schools which are involved in educational activities.

181. NEDKOV, Milan — Bošale, Nikola — Veljan, Ferit — Mirev, Dimitar: *Samoupravljanje i raspodelbata na dohodot vo učilištata* (Self-Management and the Income in the Schools), Skopje, Institut za sociološka i političko-pravna istraživanja, 1970, 202 p.

The book is about a study carried out in the 1967—1968 school year on self-management and the distribution of income in the schools. Thirty-three elementary schools and 19 secondary schools (or a total of 52 schools) in 16 communities of Macedonia were covered by the study. In the first part of the book the development of self-management in elementary and secondary schools is described. The second part of the book describes the development of self-management through the Republican Association of Education. The third part of the book is devoted to the distribution of income in elementary and secondary schools.

182. PRODANOVIĆ, Ljubica: Porodica i petodnevna radna nedelja u školama (The Family and Five-Day School-Week), *Ekonomska škola,* Beograd, 1970, No. 12, pp. 7—14.

The 5-day work-week has already been introduced in many institutions and enterprises. Next year in Belgrade the transition to the 5-day school-week will be intensified. In making the transition, parents have been consulted. Surveys carried out in a number of elementary schools indicate that the majority of parents are in favor of the 5-day school-week. In many schools the transition will be gradual, and parents and teachers will jointly organize activity on free Saturdays so that children whose parents still work on that day will be attended to. The author suggests that among free Saturday activities might be: group work of teachers with parents informative meetings with parents, classes of demonstration teaching.

183. RADUNOVIĆ, Rajko: Model programa i plana rada škole koja obrazuje tehničare ekonomsko-pravnog smera (i ostalih stručnih škola) (Model Work Plans and Programs of Schools with Economic and Law Orientations (and Other Secondary Vocational Schools), *Ekonomska škola*, Beograd, 1970, No. 12. pp. 15—24.

After listing various school data such as enrollment statistics, number of classes, orientations, classroom space and school laboratories, sources of funds, hours of regular classes, teaching staff structure, etc., the author analyzes the work plans and programs of the schools. Special tasks the school administration must carry out are: 1. to intensify the relationship of the schools with the economy, and teaching with practice; 2. to modernize and rationalize teaching; 3. to ensure the necessary conditions for school re-accreditation; 4. the further professional training of teachers and other school staff; 5. the continual development of self-management in the schools; 6. the celebration of Founder's Day.

184. SMILJANIĆ, Đurđe: Direktor — organizator obrazovnog-vaspitnog rada (The Principal — Organizer of Educational Work), *Ekonomika škola*, Beograd, 1971, No. 2, pp. 11—24.

The principal is the educational administrator of the school. His activities include: participation in the formulation of teaching plans; making sure that established principles are being followed; continual insistance that students develop in accordance with their abilities; overseeing the programming of extracurricular activities and non-academic instruction in each class; overseeing the carrying out of the work plans. To ensure quality teaching he must reduce teaching loads, hold individual consultations with teachers, participate in school work groups, keep informed about the written work, homework and achievements of the students, etc. Teaching must be a continual concern of the principal. He must attend to the further professional training of teachers both in and

out of school, and influence the quality of their work. A consideration of the article is whether the principal is able to carry on all these duties.

185. U Sarajevu održan Simpozijum o vrednostima pionirskog (učeničkog) samoupravljanja (Symposium on the Values of Pioneer (Student) Self-Management Held in Sarajevo), *Prosvjetni list*, Sarajevo, 1971, No. 380, p. 1.

About 150 educators, psychologists, scientists, philosophers, about education workers, sociologists, social workers, teachers, etc. attended this professional meeting on pioneer self-management. Pointed out at the Symposium were objective restrictions witch do not allow the rapid development of self-management in the schools. It was also stressed that conditions must be established to motivate the participation of pioneers in self-management. Teachers were deemed to be the prime movers of development in this area. Their responsibility is to make students aware of the possibilities for engaging in self-management. Material was presented at the Symposium on how to develop the self-management attitude of students.

XVI. LEGISLATION

186. BLAHA, Tilka: Zakon o radničkim sveučilištima, centrima za obrazovanje i drugim organizacijama koje se pored škola bave obrazovanjem (The Law on Night Schools, Educational Centers and Other Non-School Educational Organizations), *Andragogija*, Zagreb, 1971, No. 1, pp. 1—9.

The Assembly of Slovenia passed this Law at the beginning of 1971. The Law, which is the first of its kind in Yugoslavia, contains special regulations on adult education. Only those night schools and similar institutions in which adult education is the primary activity are covered by the Law, which gives these institutions the right to give diplomas to their graduates. The Law not only legalizes the existing situation in this field of education, it also makes possible the creation of new programs, contents and organizational structures in these institutions. The Law also betters the possibilities for their financing. The Law, which contains 25 articles, is printed in its entirety at the end of this news item.

187. LALIĆ, Uroš: Primjedbe na Prednacrt zakona o osnovnom obrazovanju i vaspitanju (Remarks on the Draft Bill on Elementary Education), *Prosvjetni list*, Sarajevo, 1971, No. 373, p. 3.

In the month and a half of public discussion about this draft bill no remarks (opinions, proposals or conclusions) were made

about 43 articles of the 136 article draft bill, 1 remark was made on each of 26 articles, 2 remarks were made on each of 16 articles, 3 remarks were made on each of 13 articles, and 4 remarks were made on each of 10 articles. The other 28 articles received from 5 to 38 remarks. Only those remarks representing majority opinion are presented here. Article 15, which deals with free education, was the most widely discussed. The opinion of some was that education should be while part-time students should pay to take the final examinations. Others felt that everything should be free of charge — the majority opined that free education should be introduced by stages depening on the means of the individual areas of the republic. Article 17 on the number of students per class also brought forth a variety of opinion, as did discussion on grading of students — whether number or letter grades should be used — and discussion of Article 52 on the lenght of the school year and the daily teaching load. Article 107 Section 3 dealing with the profesional status of grade school teachers also received a number of remarks. It is hoped that all proposals and remarks will be given studious attention.

188. LALIĆ, Uroš: Puna podrška Prednacrtu zakona o osnovnom obrazovanju i vaspitanju (Complete Support of the Draft Bill on Elementary Education), *Prosvjetni list*, Sarajevo, 1971, No. 373.

The Republican Secretariat for Education and Culture sent 1800 copies of this Draft Bill to all interested institutions in Bosnia and Hercegovina asking for their opinion on its contents. Discussion lasted until mid-February, and all those who had remarks submitted them to the authorities in charge. 145 institutes, communities, organizations and citizens submitted 475 written remarks proposing modification of indivdual sections of the Draft Bill. All educational institutes and some communities and associations of education actively participated in the open discussion. These organized meetings at which educators (principally school administrators) and representatives of socio-political organizations could air their views and make proposals on how to improve the text of the Draft Bill. The daily newpsapers of Bosnia and Hercegovina and Sarajevo Radio and Television also contributed to the discussion, which is completely understandable in view of the importance of elementary educational affairs. The author regrets that a larger number of educators did not take part in discussion, and he admonishes the negligence of some school administrators who did not acquaint the members of the teaching staffs of their schools with the Draft Bill.

189. M. R. M.: Zakon o srednjem obrazovanju (The Law on Secondary Education), *Prosvjetni rad,* Sarajevo, 1971, No. 374, p. 1.

The Law on Secondary Education was adopted at the joint session of the Republican Assembly and the Educational-Cultural Council held 11 March 1971 in Sarajevo. This significant Law standardizes a number of questions in this field which — due to the rapid expansion of secondary education — has been in a very disrupted state. The new Law regulates general secondary education affairs, the founding and organization of educational institutions, educational work, the standing of students and teachers, self-management in secondary schools, and other vital questions in the area of secondary education. The article takes a closer look at some of the more significant provisions of the new Law such as: 1. education in accredited secondary schools must take at least 3 years; 2. all forms of teaching, including extracurricular activities, excursions and outings, are to be treated as basic school activities; 3. practical training in secondary schools should conform to the technology used in production with the aim of better relating teaching to practice; 4. extra studies are planned for exceptionally talented students so that they might complete 2 grades in 1 school year; 5. regular students, in the course of their education, are allowed to repeat only 2 grades, and the same grade cannot be repeated twice; 6. grades are to be made public; 7. secondary school teachers must have university education backgrounds and the necessary training in education, etc.

190. P., R.: Oslobađanje od mature (Exemption from Graduation Exams), *Prosvetni pregled,* Beograd, 1971, No. 18, p. 4.

The Education-Cultural Council of the Assembly of Serbia has passed the Bill of Amendments to the Law on Secondary Education. The most important amendment is without question the one granting exemption from graduation exams. Three possibilities for exemption are stipulated: holders of "Vuk Karadžić" diplomas (students who have never received a grade below excellent) are completely exempted from the graduation exam and they are now granted "Vukovac" status immediately upon completion of end-of-senior-year exams; holders of special diplomas for outstanding work in individual subjects are exempted from examination in those subjects; students who have received nothing but excellent marks from the second year of secondary school on and who have received a mark of excellent on the preparation and defense of their graduation papers are exempted from further examination. Regulations are to be applied beginning with this year's graduating class.

191. PAVLOVIĆ, M.: Škola kao samostalna i samoupravna organizacija (The School as an Autonomous and Self-Managed Organization), *Naša stručna škola,* Beograd, 1971, No. 4, pp. 3—4.

The Resolution of the Federal Assembly on the Development of Education on a Self-Management Basis provides the background for the further development of schools as autonomous and self-managed organizations. The author of this article has carried out a comparative analysis of the republican laws on secondary education to determine the extent to which the existing republican regulations on secondary education have abandoned the state school concept, i. e. whether they treat schools as autonomous organizations. He concludes that, as a rule, the republican regulations are determining factors in the degree of school self-management. There are too many state interventions, and the internal life and relations of secondary schools are too standardized. Thus in the coming period, when legislative action is taken in conjunction with the Resolution, great attention should be paid the position of schools in self-management society.

192. RADIVOJEVIĆ, Rajko: Osnovan je Savez učeničkih zadruga SR Srbije (Federation of Student Cooperatives of Serbia Founded), *Prosvetni pregled,* Beograd, 1971, No. 18, p. 2.

The Federation of Student Cooperatives of Serbia has been founded in Belgrade. According to the founding statutes "the Federation is an autonomous social organization of voluntarily associated student cooperatives which works for the advancement and development of the student cooperative movement in Serbia. The tasks of the Federation are to develop, improve, orient, assist and coordinate the work of student cooperatives and federations, to cooperative with the profesional services, to work for the sanctioning of student cooperatives in the curricula . . . ". Its work program calls for the formation of new student cooperatives, the strengthening of their material basis, the improvement of professional staffing, the broadening of and innovation in the work of the cooperatives, the increase of technical and production creativity and efficiency, and the development of self-management. Federation membership is open to student cooperatives which accept the Statute and principles of the Federation, or even to other interested associations and organizations.

193. Savetovanje republičkog sekretarijata za obrazovanje i kulturu i Prosvetno-pedagoškog zavoda Sarajevo o kršenju zakonskih i pedagoških normi u obrazovno-vaspitnim ustanovama (Symposium of the Republican Secretariat for Education and Culture and the Educational Institute of Sarajevo on Deviations

in the Laws and Educational Norms in Educational Institutions), *Prosvjetni list,* Sarajevo, 1971, No. 380, p. 3.

The introductory paper of the Symposium lists a series of examples of deviations in the laws and educational norms in connection with the organization of school activities and the organization of the educational process in educational institutions. It even touches on the problematics of pre-school institutions. In the Symposium it was mentioned that regulations are broken for objective reasons (lack of space and teaching staff, the great number of students entering the first year of secondary school which causes the number of students in each class to exceed the prescribed number. In some schools there are classes with more than 50 students). Regulations are also broken in respect to the teaching norms of educators, the maximum number of classes permitted, and the profesional qualifications of the teaching staff. A series of other problems were also mentioned in the Symposium. It was concluded that it should only serve as an introduction to semilar symposiums in the schools in the quest to eliminate the various deviations which appear in the various aspects of education as quickly as possible.

194. Statut Republičke zajednice za financiranje osnovnog obrazovanja (The Statute of the Republican Association for Financing Elementary Education), *Narodne novine,* Zagreb, 1971, No. 12, pp. 58—64.

In accordance with Article 27 of the Law on Financing Education in Croatia, the Assembly of the Republican Association for Financing Elementary Education has formally adopted its Statute. The Statute sets down the work of the Association as being: the organization and support of development and advancement in elementary education; the financing of compulsory elementary education; the financing of the construction and equipping of elementary schools; participate in paying off bond issues and providing funds for interest payments on investment credits channeled to the economically less-developed regions or communities which need additional funds. The administrational bodies of the Association are the Assembly and the Executive Board. To investigate and study individual questions related to the tasks of the Association, to draw up draft proposals, to provide professional construction and to carry out other business, the Assembly and the Executive Board are empowered to form commissions, boards and other work groups. Two permanent commissions also exist: the Commission for Economic and Financial Questions and the Investment Commission.

195. Uputstvo o uvođenju petodnevne radne nedelje u škole II stupnja SR Hrvatske (Instructions on Introducing the Five-Day School-Week in the Secondary Schools of Croatia), *Prosvjetni vjesnik,* Zagreb, 1970, No. 9—10.

In connection with introduction of the 5-day school-week in the secondary schools, the Secretariat for Education, Culture and Physical Education of Croatia has issued instructions on conditions for making this transition. According to the instructions, educational institutions must receive the approval of the Institute for the Advancement of Vocational Education of Croatia before making the shift. In the procedure for granting approval, the schools and the Institute are obliged to confirm: that there will be no actual shortening of the school week; that there are sufficient qualified teachers; that the curricula and syllabi have been adapted to the new working time; that there is sufficient classroom space, equipment and other factors for efficient teaching, that surveys of students, teachers and parents have been carried out; that consultations have been held with the related organizations and municipal assemblies. In the first phase of transition there should be partial compensation for free Saturdays, so that classes might begin on September 1 and winter vacation might be shortened. Schools are advised that in the first phase classes should be held every other Saturday or every fourth Saturday.

196. Zakon o srednjem obrazovanju (The Law on Secondary Education), *Službeni list SR Bosne i Hercegovine,* Sarajevo, 1971, No. 8, pp. 93—106.

The Assembly of Bosnia and Hercegovina passed the Law on Secondary Education in March 1971. According to the Law, secondary education is a system of various related forms of education, training and further training which is carried out in educational institutions, enterprises and other organizations. The general condition for acquiring a secondary education is the completion of an elementary school education or its equivalent. Education in an accredited institution for secondary education must take at least 3 years. The general and oriented education of personnel with generally accepted secondary education qualifications is carried out in accredited secondary schools, school centers, educational centers of enterprises, night schools, educational centers of employment offices, schools for handicapped, classes for handicapped of regular schools, institutions of secondary education for handicapped, and other institutions. The Law covers other areas of secondary education institutions such as: educational work, teachers, students and examination candidates, and self-managemnt.

XVII. EDUCATION STATISTICS

197. JUHAS, Mihajlo: Broj ponavljača ipak sve manji (The Number of Those Held Back Is Nevertheless on the Decrease), *Prosvetni pregled,* Beograd, 1971, No. 14, p. 6.

The number and percentage of those who were held back in recent years has been very high (in the 1967—1968 school year in elementary and secondary schools of Yugoslavia 430,818 students had to repeat the year, which is 12.28% of the total student population) and has been steadily increasing (at the end of the 1968—1969 school year 438,815 elementary and secondary school students, or 12.49% of the total, had to repeat the year). The causes for this are various: burdensome curricula, overloaded students, inadequate teaching, etc. The number of those held back is not equally distributed among all republics, communities or schools: far less repeat where efforts are being made to modernize instruction and where problems of efficiency are given greater attention. Energetic measures adopted to reduce the growth in the number of repetitions have brought their first results which, although modest, are still not insignificant from an educational nor from an economic standpoint. According to data of the Federal Institute of Statistics for the end of the 1969—1970 school year, it can be concluded that the growth in repetitions has been curtailed. Figures for that year show that 395.836 elementary and secondary school students or 11.19% of the total had to repeat the year. This is a 1.30% decrease in comparison with the previous year. If it is kept in mind that the total number of students has increased, then the results are even more significant .The percentages of repetition by grades in elementary school are the following: 1st grade — 11.39%; 2nd grade — 8.15%; 3rd grade — 7.46%; 4th grade — 6.23%; 5th grade — 6.96%; 6th grade — 16.56%; seventh grade — 15.82%; eighth grade — 5.41%. In secondary school the first year is most critical since the number of those held back varies from 10.96% to 22.20% (as occurred in the 1969—1970 school year in the secondary technical schools). This beginning success permits the conclusion that still better results can be expected if further work is done in the modernization of instruction.

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